

Grade 7: Goal Setting/ Nutrition & Fitness

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze consequence of decisions, problem solve, and set goals in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 6. Use a goal-setting process to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... goals that are well planned and executed can help people move forward in life and improve their health.	ESSENTIAL QUESTIONS What does it mean to be healthy?
	Acquisition	
	Students will know.... - the benefits of healthful eating (short-term and long-term benefits and risks) - the foods associated with respective food groups and proportions of foods (using Harvard Healthy Eating Plate) - the foods associated with the six essential nutrients and the benefits (carbs, fats, proteins, minerals, vitamins and water) - the benefits of decreasing fat and sugar intake	Students will be skilled at... - identifying an area of nutrition or fitness needing improvement. - writing a personalized SMART goal related to healthy meal planning. - determining blockers and enablers to completing the goal. - planning three healthy meals for a typical day as well as healthy drinks and snacks based on personal calorie needs.

	- the suggested serving sizes of foods on all food groups. - personal blockers and enablers (helpers) that you will face to a relative goal. - strategies for following through with a goal and planning for success. - that reflection throughout the goal setting process encourages progress and growth. - strategies for overcoming barriers to healthful eating. - how energy is expended during exercise/activity. - healthful weight management practices. - the importance of maintaining a healthy sleep routine. <u>Vocabulary:</u> SMART goals (Specific, Measurable, Adjustable, Realistic, Time based), blockers, enablers, Harvard Healthy Eating Plate/My Plate, carbohydrates, proteins, fats, minerals, vitamins, water (sources & benefits), calories, calorie balance, sugars and artificial sweeteners, diabetes, obesity, heart disease	- assessing personal nutritional needs, preferences, and practices. - assessing food intake to determine energy intake.
Content Area Literacy Standards		21 st Century Skills
- RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. - RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. - RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. - WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>use and manage information</i> <i>analyze media</i> <i>make judgments and decisions</i> <i>think creatively</i>

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Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

	OTHER EVIDENCE:
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Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use

<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	